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ABSTRACT

The instructor's manual for an inservice training workshop on the learning styles of mainstreamed special needs students discusses input learning modalities and summarizes suggestions for working with mainstreamed secondary special needs students in such areas as mathematics, notetaking, and study skills. Activities to help the participants empathize with students who have special needs are described. (CL)

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ED213169

Manchester Community College In-Service Training Project

PROJECT: LEAST RESTRICTIVE ENVIRONMENT

LEARNING STYLES OF SPECIAL NEEDS STUDENTS

MCC Inservice Training Project
For Regular Classroom Teachers

INSTRUCTOR'S BOOKLET

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EC141120

Learning Styles of the Special Needs Student

Instructor's Format of the Workshop

A. Pre Test

B. Introduction

1. Purpose of the Workshop

2. Definition of Special Needs Students

3. Difficulties Experienced by Special Needs Students

C. Spelling Activity (see Activities Section)

D. Learning Modalities

1. Definition

2. Checklist of Behaviors

3. Strategies

E. Test for Determining the Stronger Learning Modality (See Activities Section)

F. Discussion of Teaching Strategies

G. Yo-Yo Activity (See Activities Section)

H. Post Test

I. Discussion Periods

Learning Styles of Special Needs Students

I PRE TEST KEY

True or False

T 1. Special needs students range from the retarded through the gifted.

F 2. Special needs students experience more success in resource rooms.

F 3. Adolescent special needs students have no set pattern of academic success or failure.

T 4. Students with special needs have more problems with adolescence: puberty, sexual identity-seeking, peer group pressure, dating and occupational choices.

T 5. Adolescents with special needs often display behavioral and social maladjustments.

F 6. All students learn best through hearing information that is orally presented.

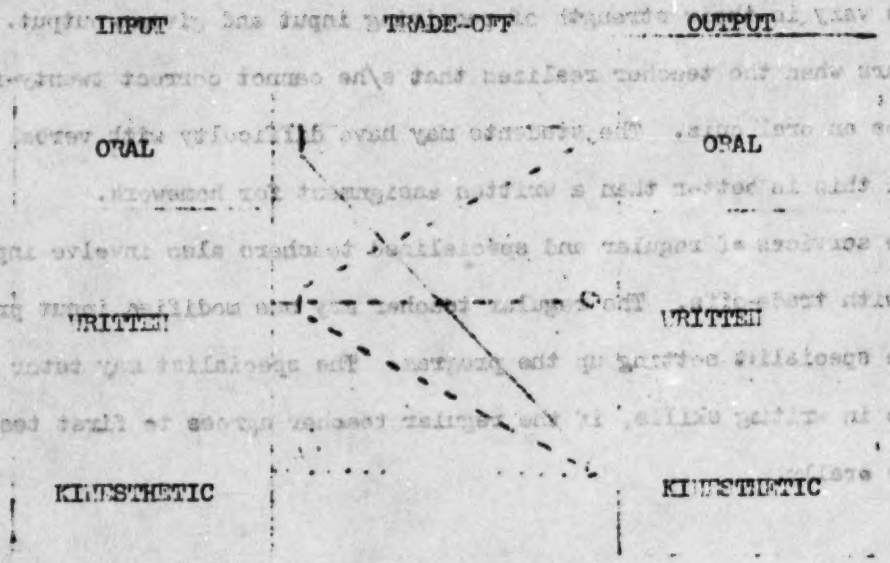
F 7. Environments do not need to be changed to suit special needs' students.

F 8. Pre and post testing of curriculum is extraneous for classroom use.

T 9. A student's reading level may effect his/her ability to read a textbook.

F 10. A teacher should never specify what material will be covered on a test.

II FORWARD



Learning involves processing the input and the output of information. Information can be received from oral material. Output of information can also be written or visual (pictures, charts, etc.). Reception of the material can also be kinesthetic (by touch - i.e. Braille, or by performance- i.e. gymnastics). Output of information can be in oral communication in writing and in demonstration (or kinesthetically). Although the teacher may give oral input, the student's output may be in written form. Another teacher may give written input (eg: a ditto) and expect the student's output to be kinesthetic (eg: a demonstration). On another day, a teacher may give oral input (by lecturing 90% of the classroom time), and then expecting the students to use oral output, the teacher can verbally quiz the students.

When teachers use one dominant input channel, students are often asked to give output according to the channel which is most easily communicated. An issue in learning is that neither all teachers nor all students receive input

and can give output in the same channel. Learning styles vary from individual to individual. How easy learning would be if every one used the same learning style or channel! Thus, a trade-off takes place. Individual students and teachers vary in their strength of receiving input and giving output. A trade-off occurs when the teacher realizes that s/he cannot correct twenty-five tests and gives an oral quiz. The students may have difficulty with verbal output, but feel this is better than a written assignment for homework.

The services of regular and specialized teachers also involve input and output with trade-offs. The regular teacher may use modified input procedures, with the specialist setting up the program. The specialist may tutor individual students in writing skills, if the regular teacher agrees to first test the students orally.

III Introduction

A. Purpose of the Workshop

The purpose of this workshop is to familiarize teachers with the learning styles of special needs students, as well as modification techniques that may be used in the classroom. With this clearer understanding, the regular educators will feel more comfortable, and special needs students will obtain a more positive learning experience.

B. Definition of Special Needs Students

Special needs students are students who have difficulty learning in school. They demonstrate low academic achievement in one or more academic areas. Their intelligence ranges from the mildly retarded through the gifted.

C. Difficulties Experienced by Special Needs Students

Adolescent special needs students usually have established a pattern of academic failure:

1. They are forced to realize their differences in academic areas, which may lead to feelings of inadequacy, lack of self-esteem and helplessness in the classroom.
2. They generally have problems transferring information from one place to another.
3. They are generally rigid, concrete, literal and have poor self-monitoring skills.

Adolescent special needs students are faced with the problems of puberty, sexual identity-seeking, peer group pressure, dating and occupational choices. Closely related to these problems are behavioral and social problems which appear to take precedence over learning difficulties during this adolescent period. These adolescents will often display impulsivity, emotional swings,

overreacting and avoidance of tasks. Disorganized study habits, poor use of time and poor attention are also problems at this time. By creating an environment where these students may experience success without a great deal of the frustration that they normally experience, they may begin to enjoy school and the learning experience. Behavior and social problems can then come under control.

IV Definition of Terms

Auditory - hearing

Auditory Discrimination - ability to differentiate auditory stimuli

Auditory Memory - ability to store and to remember stimuli which has been auditorily recieved

Cloze Procedure - process used to determine the student's ability to read a given passage. The teacher omits every nth word. When students achieves 45% accuracy, the passage is at their instructional level.

Context - contents of a reading passage that are interrelated

Inferences - act of reading and drawing conclusions specifically related to the material

Interviewing Conferences - meeting between teacher and individual student to discuss work progress and to determine objectives

Kinesthetic Learning Channel - awareness of one's own muscular movement

Learning Modality - a learning channel; eg: visual, auditory, kinesthetic, tactile

Main Idea - major purpose, the point (usually in reading comprehension)

Mnemonic Devices - using letters or code form to remember a set of information

Observation - noting behavior of learning in order to make appropriate modification

Positive Reinforcement - rewards (in praise or in tangible objects appropriate for individual) that commend student's favorable rather than unfavorable behavior

Pre-Post Testing - administration of a test before and after teaching to evaluate progress

Reading Grade Level - the actual reading level

Subvocalize - to say to one's self

Supporting Details - facts which reiterate the major point

Tactile Learning Channel - sense of touch through the fingers and skin surfaces

Time Log - keeping track of the length of time spent accomplishing an assignment

Visual - sight

Visual Discrimination - ability to visually differentiate from one visual stimulus to another

Visual Memory - ability to store and remember stimuli which has been presented visually

Visualize - to be able to picture or see figures, symbols, letters, or any pictorial association in the mind

V Learning Modalities - Input

A. Definitions

1. Visual Area - Sight

a. Visual discrimination is the ability to visually differentiate from one visual stimulus to another. For example, to see the difference from a square and a rectangle, or the number "6" from the number "9", or the letter "b" from the letter "d", or the word "toast" from the word "roast", or the word "was" from the word "saw."

b. Visual memory is the ability to store and remember stimuli which has been presented visually. For example, writing a report after seeing a filmstrip.

2. Auditory Area - Hearing

a. Auditory discrimination is the ability to auditorily differentiate from one auditory stimuli to another. For example, hearing the difference between the vowel sound of "a" and the vowel sound of "o", or the difference between "t" and "d", or the difference between "pin" and "pen."

b. Auditory memory is the ability to store and to remember stimuli which has been presented auditorily. For example, to remember an oral lecture in history.

3. Kinesthetic - Tactile Area

a. The kinesthetic learning channel is the awareness of one's own muscular movements. For example, dissecting a frog to trace the parts instead of seeing a diagram or hearing a lecture on frog anatomy.

b. The tactile learning channel is the sense of touch thro[illegible]

fingers and skin surfaces. For example, the ability to recognize an object by touching it.

B. Checklist of Behaviors

1. Behaviors Displayed by a Visual Learner:

a. The learner's attention to auditory tasks may be poor.

b. The learner may seem to ignore verbal directions.

c. Questions or instruction must often be repeated.

d. The learner may have a blank expression on his/her face during the lecture classes.

e. The learner may look to see what everyone else is doing before following instructions.

f. The learner often cannot recall information which has been given verbally.

g. The learner may do better quality work when the task is demonstrated as well as explained verbally.

h. The learner attends well to visual tasks.

2. Behaviors Displayed by an Auditory Learner:

a. The learner's attention to visual tasks may be poor.

b. The learner attends more to the sound than to the picture during films shown in class.

c. The learner's handwriting may be poor.

d. The learner may experience difficulty in copying work and assignments from the blackboard.

e. The learner may not remember much of what has been read, but remembers material that has been discussed in class.

The learner's math computation errors may show consistent patterns of inattention to signs, confusion of similar numerals, and spelling confusions.

g. The learner may be poor in visual word attack skills and may confuse words such as "bill", "bell", "ball", and "bull."

h. The learner attends well to auditory tasks.

C. Techniques

1. Techniques for Working with the Visual Learner

The teacher should present new material to the visual learner with as much visual stimulation as possible. Pictures, drawings, films, slides, filmstrips and the written words are helpful. A sample study assignment would be to have the student read a chapter in a social studies book, paying special attention to diagrams, charts and maps.

2. Techniques for Working with the Auditory Learner

The teacher's voice and the student's own voice are the most useful tools. The use of a tape recorder is also good. A sample study assignment would be to listen to a lesson on a tape recorder, or a teacher's lecture.

3. Techniques for Working with the Kinesthetic-Tactile Learner

The Kinesthetic-Tactile learner is the student who does not learn easily through visual or auditory channels. It may be a student who writes in the air, on the desk, or who takes notes on everything that is presented both auditorily and visually. A sample study assignment would be a classroom activity which includes the sense of touch. (ie: a lab assignment in biology or a craft project in history.)

4. Combination Learners and Sample Study Assignments

Auditory-Visual Learner - An assignment might be to read a lesson aloud or into a tape recorder.

[illegible]tory-Kinesthetic Learner - An assignment might be to listen on a tape recorder or to another student and then write the answers.

Visual-Kinesthetic Learner - An assignment might be to read a lesson and then answer the questions.

Visual-Auditory-Kinesthetic Learner - (eg: learns through all channels as no one channel is especially strong.) An assignment might be to watch a filmstrip, listen to a tape with it, and write the answers to the questions about the presentation.

It is best to teach through the strength of the student whenever possible, and to use all of the learning modalities as much as possible when presenting new material.

VI Teaching Strategies for Secondary Special Needs Students in the Regular Classroom

This is a summary list of suggestions which may assist the teacher in fostering positive learning experiences for secondary special needs students in regular classes.

Two key concepts underlying the assumptions of this list are:

(1) Re-structuring the environment into manageable units

(2) Bombarding the student's information sets (ie: use a multi-sensory approach)

A. General Classroom Organizational Aids

1. Contract (see Appendix, Exhibit A)
2. Checklist - completion of work maintaining desired student behaviors (see Appendix, Exhibit B)
3. Individual folders
4. Tutors (the "buddy system")
5. Time-outs
6. Positive reinforcement

B. Teaching Techniques

1. Pre/post testing
2. Analytic teaching
3. Observation
4. Interviewing conferences

(2-4, collect information about student reception and expression of materials presented; interpret results, make appropriate modifications and share with students.)

2. Assignments

...ique for literature and all conten...

a. Determine appropriate grade level(s) of reading (cloze procedure)

b. Present vocabulary (difficult words)

1) use dictionary to record a continuous word list

2) verify definition in context

3) give quick synonyms orally or as a handout

c. Preview (read questions at the end of the assignment before reading the material)

d. Read for:

1) main ideas and major points

2) supporting details

3) making inferences

2. Modified techniques for non-readers (ie: below grade 3 reading skills):

a. Ascertain grade level by giving cloze test orally

b. Utilize an aide, another student and/or friend for assistance in readings

c. Present all vocabulary orally and supplement with tape recordings

d. Preview reading can be done orally

e. Have student "read" by following in the book while listening to an oral reading and/or tape

f. Administer comprehension check orally or on tape, having the student respond verbally, or have the student tape record his/her own responses

Additional suggested technique for social science and science [illegible]

SQ 3R Method, 1-5 steps:

Survey - rapidly preview the text introduction, summary [illegible] sentence in each paragraph. Scan visual aids [illegible]

- convert each section and subsec[illegible] questions

that can be used for future answers

c. Read - rapidly read (skim) the sections and subsections in search of answers to the questions generated in step 2

d. Recite - summarize each subsection of the passage in the student's own words

e. Review - write or orally state all that has been learned in the passage and the major ideas

D. Math Strategies

1. Assess the student's ability to use four basic operations (addition, subtraction, multiplication and division) on whole numbers

2. Assess the student's skill in working with fractions, decimals and per cents by:

a. Checking to ascertain if s/he understands the equivalent forms of ordinary fractions, decimals, per cents ($\frac{1}{2}$, $\frac{1}{4}$, .5, .25, 50%, 25%)

b. If success is achieved at these steps, then proceed by evaluating success at using the four operations of addition, subtraction, multiplication, and division with fractions, decimals and per cents

3. Review and drill the weak areas identified in steps a & b

4. Once the student has reviewed the above areas, successfully or not, the approach should be relevant to the student's general ability, achievement and/or career/life skill orientation.

a. If the course work is basic general math, the orientation could be designed to include any or all of following:

1) basic survival math

2) consumer math

3) technical math (measuring, etc.)

If student's course work includes col

in math and s/he is weak in basic operational skills, the following compensatory aids can be used:

1) times table chart for multiplication facts

2) charts of fractional equivalents

3) summary sheets of math facts and step sequence necessary to perform equations, proofs, etc.

4) calculator usage - for all necessary operations

E. Note Taking

1. Present 3-4 major points orally and visually. Use the chalkboard or overhead projector, leaving space for supporting details and development of points.

2. Instruct the students to look for and to tune into verbal and nonverbal cues and behaviors.

a. verbal phrases: "in summary," "as a result," "key point," "focus in on," etc.

b. verbal behaviors: inflection, repeating important concepts, enunciating, speaking noticeably softer and louder, more slowly, etc.

c. nonverbal: emphasize important points with eye contact, gestures, change in posture and position

3. Tell students to distinguish important information from less important: "this is an aside," "tangent," "besides the point," etc.

4. Instruct students to outline, to cluster similarities, to color related ideas, facts.

F. dy Skills

g of time spent on each type of assignment.

art priorities.

vices.

(rehearse) concepts.

a. visualize (picture)

b. subvocalize (say to yourself)

5. Study with a friend.

6. Study with study aids.

a. make flash cards

b. diagrams

c. charts

d. lists

e. outlines

7. Look at material, remove it, say it, and check it.

8. Use sense of touch (kinesthetic).

a. tap fingers in rhythm while looking at and/or saying material

b. make associations while exercising, doing chores, etc.

G. Testing

1. Specify to students exactly what is to be covered, notes, book, lecture(s), AV, etc.

2. Specify to students exactly what kind of question will be used. (eg: fill-in the blanks, matching, multiple choice, sentence completion, writing sentences, essays, etc.)

3. Avoid using only one type of question (eg: fill-in the blanks or essays: demand specific recall and writing skills).

4. Ascertain if the students know testing jargon.

a. compare

b. contrast

c. define

d. describe

e. elaborate

5. Have students create tests.

H. Writing Exercises

1. Ideas

   a. tap the students' broad range of experiences

   b. personal journal

   c. humorous jokes or cartoons (see Appendix, Exhibits C-D)

   d. dramatic dialogue or plays

   e. unfinished endings with students completing the story

2. Methods

   a. use an overhead projector for transparencies of anonymous student writings and correct them with the class

   b. use a tape recorder for the teacher and/or the student to record <u>exactly</u> what the student has written, the student then re-writes it correctly

VII Activities

A. Spelling Activity

1. Pre-requisites:

   a. Six similiar sounding unfamiliar words printed on large cards with a short definition printed below each word (ie: xyloid - pertaining to or resembling wood; xiphoid - shaped like a sword; zymic - relating to or produced by fermentation)

   b. One or two radios placed around the room

   c. A TV

   d. A person assigned to flick the lights on and off once the activity begins

   e. A person assigned to distribute handouts

2. Procedure:

   Step 1: Explain that this is a spelling activity where six words will be presented five different ways (ie: visually, auditorily, verbally, through association, and in written form).

   Step 2: Hold up the first card, saying the word and definition. Have the participants say it after you and write it down. As you begin to do this, the radios and TV are turned on, someone is flicking the lights, another person is passing out papers, and you, the card holder, is walking around in front of the room continuing to present the cards one by one. Chaos should prevail.

   Step 3: When all six cards have been presented, ask the participan to turn their papers over and write all the words they can rememb on the back. Also state that these papers will be collected.

3. Intention: The intention is to give the participants a feeling difficult it is for many special needs students to tune in and l

out unnecessary noises and distractions in order to learn. Also discuss how the participants felt while in this learning situation.

B. Test for Determining the Stronger Learning Modality

1. Introduction:

This is a learning modality (style) test used to informally assess the particular modality a student uses:

a. auditory (listening)

b. visual (sight)

c. kinesthetic (sense of touch)

Some students may use a combination of any two or all three senses.

2. Objective:

When given the task of remembering items from a shopping list, the student will demonstrate which learning channel s/he relies upon. Evidence will be the particular behaviors indicative of one or more learning channels as follows:

a. visual learners - will usually close their eyes or look at the ceiling as they try to recall a visual picture.

b. auditory learners - will move their lips or whisper as they try to memorize.

c. kinesthetic learners - will use their fingers to count off items or to write in the air.

3. The Test

a. pre-requisites - the following word list, paper, pencil, small groups of no larger than 15, instructor, one or two observers, and a list of names of people in the group.

b. word list:

1) toothpaste

2) soap

3) comb

4) stationery

5) band aids

6) talcum powder

7) nail file

8) cough drops

9) shaving cream

10) shampoo

c. first presentation

1) the teacher writes the word list on the board, the students watch without writing

2) students are allowed to view the word list for approximately one minute. Observers note their reactions by:

(a) observing:

(1) visual learners will close their eyes or look at the ceiling or the word list

(2) auditory learners will move their lips or whisper

(3) kinesthetic learners will count the items on their fingers or write in the air, on on the desk, etc.

(b) noting:

After observing the behaviors of each student, mark the list of students' names accordingly. Those with:

Visual behaviors - V

Auditory behaviors - A

Kinesthetic behaviors - K

(1) next, the teacher erases the word list

(2) then the teacher asks, "Who would like to repe items on the work list?"

(3) observe that the visual learners will respond with enthusiasm

(4) call on them to recite orally, one at a time. (Note that after a few students have recited, a few more timid hands will go up. These usually are Auditory Learners who have learned the word list, not by seeing it, but by hearing the other students say the items.)

d. second presentation

1) the teacher dictates the word list orally (no writing by either observer or students). Repeat the dictation a second time. Pause for a moment after each word.

(a) observing:

(1) Visual Learners will close their eyes to try to see the words.

(2) Auditory Learners will whisper each word after it is said

(3) Kinesthetic Learners will use their hands to mark off the number of words or they will write the words in the air

(b) noting:

After each student's name, mark accordingly: "V" for Visual, "A" for Auditory, "K" for Kinesthetic.

e. third presentation

1) the teacher instructs the students to use pencil and pape write the word list as it is orally dictated. Also, the er tells them that spelling will not be counted.

2) after dictating the word list, the teacher tells studen

rewrite the word list by looking at the one written from dictation

3) when students have copied the word list, tell them to turn the paper over and to write the list from memory

4) when students complete the above task, the teacher checks to see which students have successfully attempted to complete any or all of the words

5) usually, those students who were unsuccessful in the first or second presentation are often those who are finished first

6) the above information can be recorded as "K" (for Kinesthetic) next to appropriate student's name

C. Yo-Yo Activity

1. Pre-requisites:

a. four yo-yos

b. four groups with one teacher and one student each

2. Procedure:

Step 1: Participants are asked to break into four groups and in each group there is to be one teacher and one student.

Step 2: Instructor makes the following assignment: in Group One, the student is blind, in Group Two, the student is deaf, in Group Three the student has cerebral-palsy and in Group Four, the student is a distractable learning disabled student. A yo-yo is given to the teacher in each group.

Step 3: The goal for the participants of each group is to develop teaching plan to instruct each student on how to use a yo-yo.

Step 4: Allow 5-10 minutes and then have each group explain what developed. Discussion follows.

3. Intention: This activity is designed to enable the participant into practice the strategy of working <u>through</u> the learners stre

VIII Appendix

A. Exhibit A - Learning Contract

B. Exhibit B - Checklist

C. Exhibit C - Humorous Writing

D. Exhibit D - Humorous Writing

A. LEARNING CONTRACT

The following is a contract which is drawn between _____, hereafter referred to as the student, _____, hereafter referred to as the teacher(s).
and (teacher's name(s))

The teacher(s) agree to provide a passing mark for the student in the _____ quarter(s) of the school year if all of the following conditions are performed by the student in each quarter.

The student agrees to:

1. have an academic average of _____, such average to be computed from all graded assignments and tests, including graded homework
2. turn in 60% of all assigned homework
3. have no more than 25% unexcused absences
4. have a classroom performance average of 60
5. other _____

_____

_____

_____

The student and teacher(s) agree that if any of the above five conditions are not met, the student will fail the quarter.

This agreement will be cancelled if the student willfully cuts more than one class per quarter.

_____ _____
(Teacher) (Date)

_____ _____
(Teacher) (Date)

_____ _____
(Teacher) (Date)

Exhibit A

DATE: Week of_____ NAME: _____

	Possible Points	Monday	Tuesday	Thursday	Friday
Notebook					
On Time					
Pen or Pencil					
Attitude					
Participation					
Day's Total					Week's Total

Attitude and Participation

1 = not at all
2 = poor
2 = fair
3 = good
4 = great

(Appendix)
Exhibit C

'S DILEMM

HE DECIDED TO..

Write IN! VOL 3 No. 2352 • ©1977 Educational Insights • 20435 S. Tillman Ave. • Carson,

SOLUTION POLLUTION

X ANNOTATED BIBLIOGRAPHY

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This is an excellent source for strategies and methods to use with the learning disabled adolescent. The authors prefer the learning strategies model and they discuss other models as well. They cover specific learning methods for these students in the following areas: reading, writing, math, thinking, social interaction, listening and speaking. Also covered in this book are the jobs of special educators and regular educators.

Goodman, Libby and Lester Man, Learning Disabilities in Secondary School: Issues and Practices. New York: Grune, Stratton, 1976.
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